

PRODUCER'S NOTE: THIS OUTLINE WAS USED TO PREPARE FOR THE INTERVIEW SESSION. THIS OUTLINE WAS SET ASIDE AT THE INCEPTION OF THE INTERVIEW, AND WAS NOT REFERRED TO DURING THE INTERVIEW. THE PURPOSE OF PROVIDING THIS OUTLINE PUBLICLY IS TO ILLUSTRATE A) WHAT NEEDED TO BE RESEARCHED BEFORE THE INTERVIEW, B) JOHN'S BODY OF PUBLISHED WORKS, C) HOW MUCH THOUGHT WENT INTO THE SPONTANEOUS CONVERSATION WHICH IS "THE ULTIMATE HISTORY LESSON: A WEEKEND WITH JOHN TAYLOR GATTO". THANK YOU FOR READING!

Goal: To provide the audience with a comprehensive perspective of the origins, history, form and function of the public education system; referring to specific artifacts, and leaving no stone unturned.

To be translated into every language where Prussian Schooling has taken hold, and distributed around the world. As of the commencement of this production, we have volunteers to translate this DVD series into: *Portuguese, Japanese, Russian, and Hebrew (more to be added).*

Introductory Questions w/ Succinct Answers (beginning of DVD set)

1. You like to open your interviews and lectures by setting the audience's expectations, and issuing your apologies and caveats... do you have anything to disclose before we commence?
 - a. Warm up question ☺
2. Message to Parents and Grandparents
 - a. "If you could talk to all of the parents and grandparents around the world, all at once, what message would you deliver to them?"
 - b. To the effect of:
3. Message to Students
 - a. "What message would you deliver to Students around the world?"
 - b. To the effect of:
4. Message to Teachers, Administrators, Lobbyists, Change-Agents, and Politicians
 - a. "What do the world's school teachers, administrators, lobbyists, change-agents, and politicians regarding what needs to change in how children are educated?"
 - b. To the effect of:
5. What is the role of curiosity?
 - a. Our greatest Teacher
6. When did the American Dream become one of lifelong servitude to a system we didn't create?
 - a. When Prussian Education was introduced to America in the 19th century
7. Why don't people recognize this?
 - a. Because they've been conformed and conditioned by 15,000 hours of "public schooling" mandated by the government
8. What is the root-cause of today's symptoms of incoherence in America?
9. If teachers get their information from books, why can't students just read books for themselves?
10. What does a college education really get you in the 21st Century?
11. If the concept of education has been mutated from its original purpose to prepare people for life, what form, function, and purpose does it now serve?
12. Is there a term to describe someone who's been conformed to the role of an indentured servant, but doesn't realize the context of their position?
 - a. College Graduates
 - b. (slaves who think they are free)

13. What do children gain by being mandated to attend today's public schools?
 - a. Being schooled under threat... students lose control of their LIFE.
14. What do children lose by being mandated to attend today's public schools?
 - a. Curiosity... they lose the ability to learn how to survive and thrive in life.
15. **Promo line (request):** "Hi, I'm John Taylor Gatto, and this is a productive consequence of Tragedy and Hope. I hope you enjoy this un-programming."

Closing Questions (closing of DVD set):

1. What is your favorite word?
2. What is your least favorite word?
3. What turns you on?
4. What turns you off?
5. What sound do you love?
6. What sound do you hate?
7. What is your favorite curse word?
8. What profession other than yours would you like to attempt?
9. What profession would you not like to do?
10. If you could say something which would echo through time, and each and every person from now, until the end of humanity would hear, what would it be?

What inspires...

What makes you curious?

What value does persistence hold in your life

What is your definition of integrity?

Why do you do what you do?

How did you become skilled in your particular talent set?

When did you overcome your fear of failure?

When did you first develop a sense of self-esteem based on your ability to learn, when faced with challenges?

Those who are remembered through history have one thing in common: their actions have affected the lives of people, who reside in the future; what legacy have you sought to create for yourself, and what should people remember about you in centuries to come?

What is your favorite song, and what does it represent to you?

What type of activity, undertaken by others, do you revere the most?

What type of activity, undertaken by others, do you revere the least?

What to you, is more valuable than money or anything which money can buy?

Would this be your definition of true wealth, or would you care to amend it?

Who or what was most influential in your formulation of self-integrity?

What word or phrase would you call upon to describe the feeling you get when you think of your family?

What word or phrase would you call upon to describe the feeling you get when you see that your words and actions have liberated someone from their own intolerable situation... after you've taught them how to outgrow their fears, folly, and ignorance?

Who is your favorite Philosopher, or lover of truth, and why do they occupy that place in your mind?

What is the name of the book, which you found most useful to making an accurate map of understanding in this world?

In terms of life accomplishment, what are you most proud of?

In the same terms, what are you most ashamed of?

What do you think you have done which has been most useful to others?

What do you think you have done which has been most useful to you?

If the name John Taylor Gatto is known to those in the distant future, what do you see as your legacy, that which you've left through living your life, which is useful to them living theirs?

Comprehensive Outline of Interview:

1. Biographical information
 - a. Western Pennsylvania Upbringing
 - b. Family & Community
 - c. The Education of John Taylor Gatto
 - d. College & Copywriting
 - e. Teaching Career
 - f. Teaching the World
2. The world today
 - a. Problems
 - b. Root-Causes
 - c. Learning as the solution
3. The purpose of education
 - a. Definition of Education
 - b. Purpose of Education
 - c. Classical Forms of Education
 - i. Open Source Education: the life becomes your classroom, and you learn to learn from everything, all the time.
 1. Self-initiated
 2. Self-judged
 3. Self-driven
 4. Self-satisfactory
 - d. The Trivium Method of Critical Thinking and Creative Problem Solving
 - i. Grammar
 - ii. Logic
 - iii. Rhetoric

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"A Day With John Taylor Gatto"

- iv. The Wheel of Learning (methodology to convert fear into understanding)
 - e. Corruption of Education
4. The public school system (as we know it today, the next section is the history of its origins)
 - a. Compulsory Schooling and Compliance
 - b. Teachers
 - c. Classrooms
 - d. Standardized testing
 - e. Curriculae
5. The Prussian Education System
 - a. Characteristics of today's schools
 - b. If genius is founded on being able to focus one's attention, what consequence does mandating children to endure 15,000 hours of schooling, driven by bells every hour?
6. Secret Societies
 - a. Templars
 - b. Teutonic Knights
 - c. Jesuits
 - d. Illuminati
 - e. Skull and Bones
7. Tragedy and Hope
 - a. Quigley
 - b. Evolution of Civilizations
 - c. T&H
 - d. Anglo-American Establishment
8. Lessons in History (chronological mapping of personages in history)
9. FOUNDATIONS AND THEIR INFLUENCE
10. The influence of media / or the post-school continued conditioning of adults

Body of Interview Questions:

1. Biographical information

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- b. Teachers
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INTRODUCTION / BIOGRAPHICAL

- 1. Who is John Taylor Gatto?
 - a. Where and when were you born?

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"A Day With John Taylor Gatto"

- b. What was your Father's name?
 - i. What did he do for a living?
- c. What was your Mother's name?
 - i. What did she do for a living?
 - ii. "How German" was your mother?
- d. Do you have brothers and sisters?
- e. Who was Frederick Taylor?
 - i. What are "Time and Motion Studies"
 - ii. When did you learn about this concept, and your hereditary relation to it?
 - iii. "single most damaging figure in world history in the last 200 years" –JTG
 - iv. "rationalizing" your movements to profit the employer
- f. Where did you spend your early life?
 - i. Describe what it was like growing up on the Green Monongahela
- g. Did the kids ever give you any trouble on your way to school?
- h. Who is Marcus Aurelius, when did you meet him in your language, and when did you meet him in his native language?
- i. When did you leave Pennsylvania?
- j. What did you think of New York City upon first arriving there from your rural background?
- k. You are known to the world, and travel under your full name, John Taylor Gatto. Is there a *story* behind why you're no longer known to the public simply as "John Gatto"?
- l. What can you tell me about the culture in Western Pennsylvania, and how did it influence your sense of integrity and identity?
- m. What has changed during your lifetime, with respect to the values and morals you noticed as a child in western PA, juxtaposed to what you experienced in NYC?
- n. Can you contrast the type of education you received in public schools in western Pennsylvania, vs. that which you experienced in NYC?
- o. What is your wife's name?
- p. How does an Italian Catholic get together with a Scottish Presbyterian?
 - i. What is the Fat Saint's Cookbook, and what is the Heretic's Cook Book?
 - ii. What's the best part of investing in a culinary education?
- q. How long have you and (Janet) been married?
- r. How many children do you have?
 - i. How did your experience as a teacher affect your actions as a father?
- s. What word in the Icelandic language means: "the writing of God"
 - i. You wrote a letter to your granddaughter...
- t. What are the charity hospitals like in Monterrey, Mexico?
 - i. Have you ever been arrested in a foreign country?
 1. Damage to highway
 - ii. A German textbook and the artificial hip
 1. "You're Alive"
- u. I notice that you don't have any fear about of giving without getting in return... your life's actions prove that you have provided a transfusion of life, a new hope (if you'll pardon the Lucasian pun) to millions of people... and I'm seeking to understand how events in your early life formulated who you are today, so my question is:
 - i. Who was Harry Taylor Zimmer Sr., and what did he teach you about life?
 1. You donated blood to him in an attempt to save his life, which proved to be unsuccessful; this is an example where you literally were giving your

life's blood to try to help someone else, and you did not achieve the intended result: How did this affect you at that age?

- a. Do you realize that it might have been this single act of integrity, which gave you the character needed to be a life-long teacher?
 - i. Teaching = giving without expecting something in return, as education of the student is paramount to reward.
2. The education of John Taylor Gatto
 - a. Where did you attend primary and secondary schools?
 - i. In his youth he attended public schools throughout the Pittsburgh Metro Area including Swissvale, Monongahela, and Uniontown as well as a Catholic boarding school in Latrobe.
 1. "Give me the child until he is seven and I care not who has him thereafter." – Maxim of the Jesuits
 2. What influence did the Jesuit boarding school have on your sense of discipline and organization?
 3. Describe the major differences between public schools and boarding schools
 - b. "Where did you do your undergraduate work?
 - i. undergraduate work at Cornell, the University of Pittsburgh, and Columbia, then served in the U.S. Army medical corps at Fort Knox, Kentucky, and Fort Sam Houston, Texas.
 1. Cornell recently published "Unskilled and Unaware of it", is that a sign of your influence?
 - c. You hold degrees in what areas of "expertise"?
 - d. Where did you do your post graduate work?
 - i. Following army service he did graduate work at the City University of New York, Hunter College, Yeshiva University, the University of California, and Cornell.
 1. Who was Ed Epstein, and what did he write?
 - a. College roommate of Gatto's
 - b. In relation to De Beers' having enough diamonds to meet demand for the next 3,000 years
 - ii. You attempted to go to New York to make your fortune, describe the lifestyle of a copywriter?
 1. Did you at some point in your success ask the question: "Is this all there is to life?"
 - iii. What made you give up earning a living as a copywriter, to decide to learn a living as a teacher; and how old were you at the time?
 - iv. Describe what it was like going from being a copywriter to a substitute teacher for junior high school
 1. "Tell your mother she raised a moron." – ex boss
 - v. Who is Milagros, when did you meet her, and what lesson did she teach you?
 1. "surely the authorities *knew what they were doing...*" –JTG
 2. Maybe it's an accident
 3. Then the realization dawns...
 - a. "many ways to fool amateurs like yourself"
 - i. Not kids fooling teachers

ii. Administrators fooling teachers

1. If time spent dealing with reality, no time left to run “school”. (Irrational)
 - b. Self-appointed himself to be Milagros’ champion
 - i. Frustrating administrators into changing their minds by experiential and evidentiary facts, introduced by JTG
 - ii. Birthday card from Milagros (verifiable success)
 - vi. You were in your mid-30’s when you realized that degrees are a symbol of our blind spots and ignorance, what specifically woke you up to this fact?
 1. Describe how it “frightened and humbled” you?
 2. What did you decide then to do, which you’ve been doing for the past 35+ years?
 - vii. What makes one a “promiscuous reader”?
 - viii. Describe the process by which you learn?
 - ix. If judgment without observation is the epitome of ignorance, do you think it’s due to the fact that it jumps over the process of thinking, which is a precursor to making informed judgments?
 1. Observation is just the first step (Grammar/Knowledge)
 2. Observation must be processed by a process of Q&A (5W’s + How), this is the process of non-contradictory identification (Logic/Understanding)
 3. Judgment is the result (i.e. Rhetoric)
 - x. When faced with an unknown or confusing situation, what methodology do you use to transmute the chaos into order?
 - xi. When you have to get down to work, whether reading, writing, or researching, is there a particular type of music you listen to, or mood you try to create in order to be productive?
 - xii. What habits have you picked up over the years, which you find to be a more useful investment of your time, as compared to what you see others doing?
 - xiii. When you read a book, what process do you use to consume and consider its contents?
 - xiv. With so many books to read, how do you identify what you need to know, vs. what you don’t need to know; i.e. how do you discern and discriminate in order to be efficient and effective in your reading?
 - xv. Is reading about the conclusions drawn by authors, or examination of the process by which these authors reach their conclusions?
 - xvi. Aristotle’s observation that “it is the mark of an educated mind to be able to consider a subject without...”
 - xvii. Aristotle’s letter from Alexander the Great
 - xviii. What happens when people outsource their thinking to others?
 1. Amptssprache Fallacy: the belief that someone else can be responsible for your actions, or that your actions are exempt from the natural law of cause and effect
 - e. A letter to my Granddaughter
 - i. In the past, rites of passage would have initiated her into society; today, going to Dartmouth, still trying to be considered an “adult”
 - ii. A mantra to chant to yourself silently when confusion descends
 1. Instead of

2. College isn't very important, unless you convince yourself that it is
3. Degrees only important to those psychologically conditioned, lack of imagination
4. In the past 50 years, since Sputnik, college has been transformed into a genteel racket, illegitimately connected to "work".
5. If you had been educated instead of schooled, you might have realized that Georg Hegel taught the sons of leading families that history itself could be precisely controlled through arranging phony crisis, and all dissent could be declared illegitimate and history could be drastically taken away from rationality
6. Pearl Harbor was a false flag to open up Asia for Western development
7. Hegel's theory of the malleability of history through the creation of crisis is known in elite institutions all over the world
8. College doesn't do much except label us as obedient Spartans and for sale to the highest bidder.
9. College devolved into a utilitarian institution, following Sir Francis Bacon's "The New Atlantis" (a utopian blueprint for elite control)
10. A handful of elite foundations, and a handful of a few elite colleges, and a handful of elite corporations
11. College as the pinnacle of a tall, forced-schooling ladder, a plan for comprehensive social and economic organization
12. "schooling" is not education, it is not what one needs, it's what we've been conditioned to accept
 - a. The means to install predictability and subordination in ordinary people
 - b. Kesey's "One flew over the cuckoo's nest"
 - i. Increasing curiosity cut-offs
13. Armies of clerks for the service of the state's managers
 - a. Social engineers operating from motives beyond greed
 - i. TRUE BELIEVERS
 - ii. They saw universal forced-schooling as a necessary precondition for the advent of "utopia", driven by ideals of machinery, not by human needs
 - iii. The "utopia" needed to make citizens predictable and define themselves by their purchases
 1. The most efficient use of capital
 2. Cancel the law of supply and demand
 3. Efficient management of the world
 4. Free will must be destroyed in order for consumers to demand what they were commanded to demand
 - iv. What appeared to be free-will choice, would be mechanized, conditioned, responses; operant conditioning
 - v. To control public opinion
 - vi. To identify "deviants" against the agenda of controlling others

- vii. Institutional schooling assigned the task to indoctrinate the masses
 - viii. A “supremely parasitic organism”
- b. Universal schooling to create social efficiency, like a hive mentality; worker bees serving the royals
- c. Divide and conquer the students, so they don’t get together and communicate; whereby they could overthrow the ruling structure
 - i. Fracture natural allies
- 14. Thomas Jefferson understood that compulsory schooling (as recommended by Spinoza) was there to undermine and incapacitate the curiosity of the children around the world
- 15. Legends (like that of “college”) are excellent for teaching lessons below the conscious level of understanding
 - a. Legends make clear thinking impossible
 - b. Not so much natural expressions, but tools deliberately fashioned to induce the unwary into precarious situations controlled by predators
- 16. Scientifically speaking, the contention of paying upwards of \$250k for an education, is a carefully concocted confidence scheme
 - a. Myths and illusions used to colonize the minds of the unwary
 - i. THE NOBLE LIE
 - b. Specializing in the conditioning of the young, not for Education.
 - c. Walter Lippmann and Edward Bernays to find out in detail
 - i. People who approved and profited from
- 17. A degree from a highly ranked school hardly matters in any productive sense, but it will mark you as a fool, ready for exploitation
 - a. You pay for these beliefs with your liberty
- 18. The apparent rules of the game are *waived* for the people who know the truth
 - a. Imposters who have lived up to the job title
 - i. Korean War “doctor” awarded medal in the Navy
- 19. The Richard Branson success story
 - a. Private moon rockets
 - b. 4 years old, left to find his way home in London
- 20. 5 of the top 10 “richest” are college or highschool drop outs
 - a. Sam Walton (Wal Mart)
 - b. Steven Spielberg
 - c. Barry Diller
 - d. Steve Jobs
 - e. Ted Turner
 - f. Bill Gates
 - g. Paul Orfalia (kinko’s)
 - h. Michael Dell
 - i. Paul Allen
 - j. Steve Wozniak
 - k. Larry Ellison

21. Search for the truth, think for yourself, and avoid situations where individual thought isn't welcome
22. College as "fool's gold", as JTG doesn't remember the "classes", but rather all the extra-curricular activities
 - a. This is what (Christina's) great grandparents paid for in sweat and anxiety
23. If WISDOM is your goal, you can't be so naïve as to believe that this is the goal of (any) major university
24. Elite colleges don't add value to their undergraduates, it's the *selection* procedure that creates the *illusion*
 - a. The values come with the students
 - b. Attracted like flies to the Venus Fly Trap
25. For experts, the pursuit of truth takes a back seat to actual self-interest, you can count on them following the money.
 - a. CAVEAT EMPTOR (Buyer Beware)
 - b. TEMET NOSCE (Know thy Self)
26. **Genuinely elite education is always based around imagination, dialectic, and provides the tools to prevent your mind from being colonized by authorities more sophisticated than yourself.**
27.
 - f. The mental prison of forced schooling and "raising the bar" (return to roots of Prussian schooling)
 1. Longer school days, longer school year, more homework, less free will
 2. Products of fear, not strength
 3. Treat people as machines, to service the elite aristocracy
 - a. Servile education
 - b. Managed by spin-doctors, not leaders
 - g. What would happen if we didn't address the root-cause of the problem, and instead, just add more "good teachers" to the public school systems?
 - i. Good teachers are helping a predatory system to exist.
3. Teaching Students
 - a. We've all heard about the "hard way to learn", most of my lessons were learned the hard way... so is there an easy way to learn, and if so, what is it?
 - i. Observation through the 5 senses
 - ii. Comparison of what is juxtaposed to your memory
 - iii. Formation of ratios / rationality / reason
 - b. Does Existence Exist, and if so, do we as human beings have any other way to observe reality, other than through our 5 senses?
 - c. Are we as human beings subject to cause and effect?
 - d. Since we're not psychic, is it logical to state that as human beings, our only way to gain knowledge of reality, would then be through our 5 senses, using our faculty of reason?
 - e. Recognizing that reasoning derives from the word ratio, and recognizing our ability to discern one from the other, to compare and contrast; what value does reason pose to humanity's cognitive evolution?
 - f. Do we own our own body and mind?
 - g. Does this ownership, and its inherent rights, come with responsibilities?

- h. Each of us as human beings share certain common needs, clean water, fresh air, wholesome food, reliable shelter, and security from predators; following this idea:
 - i. We each have needs
 - ii. How we go about meeting our needs, forms our Virtues
 - iii. Assessing how the consequences of our virtues affect others, is our Morality
 - iv. The rules governing our relationships with others is our Ethics
 - 1. So, if the ethics and morality of individuals in today have been corrupted, putting our actions in direct conflict with our needs; could this be due to the fact that we have not been taught to recognize our needs, but rather, to be consumers?
- i. Is the practical reason for education held in the essence or axiom that we are all responsible for our own lives, and nobody is going to survive for us?
 - i. Each individual holds survival as a high priority, therefore, education.
- j. How would you define “education”?
 - i. Johnson’s Dictionary 1748 (un-occluding of information)
- k. I have observed that the true test of imagination is what you can do with it in reality, from your perspective, what role does the imagination play in the phenomena of learning?
- l. What happens when one applies ideas generated in the imagination to reality?
 - i. Learning begins
 - 1. Attempt
 - 2. Encounter Resistance
 - 3. Learn
 - 4. Integrate what you’ve learned into your actions
 - a. (repeat this process)
- m. I have observed that once you have learned how to ask substantial and relevant questions, and how to identify valid and evident answers, you have learned how to learn *anything*... which means you have a skeleton key to open any door of the unknown, and enter with confidence.
 - i. From your experience, why are we not taught how to identify valid and evident answers?
 - 1. Grammar/Knowledge is overlooked
 - a. Logic then includes non-existents
 - i. Therefore irrational.
- n. What is the only way by which new knowledge can be formed?
 - i. Critical thinking and creative problem solving / Trivium (Grammar, Logic Rhetoric; specifically in that order)
- o. How would you define the American dream?
- p. As human beings, we are constantly confronted by the unknowns of life, which naturally causes confusion, fear, anxiety, frustration, anger, and sometimes violence; why doesn’t the public school system teach us to deal with the most common situation we face throughout life, how to deal with the unknown in a systematic way- such that it creates knowledge, understanding, and certainty?
 - i. Emotional reactions (fight or flight especially) shut down the brain’s ability to deal with problem solving
 - 1. Amygdala’s role in fear, cuts of neo-cortex activity
 - 2. Emotion / Intellect = adolescent
 - 3. Intellect / Emotion = grown up

- a. How our body's natural defense systems are turned against itself, a sort of anti-immune reaction, whereby fear is used to control us (therefore, irrational).
- q. Does the quality of education depend in any way on spending money?
 - i. Benjamin Franklin gained a superb education, free of any cost; worked as a 12 year old 60 hours /wk, educating himself in his spare time.
 - ii. Read the autobiography of Ben Franklin
 - iii. THE GULF BETWEEN WHAT WE DO, AND WHAT WE'RE CAPABLE OF.
- r. What is a metaphor?
 - i. Not like or as, *is*
 - ii. *Are myths lies? (or symbolic tools of teaching?)*
 - iii. Examples:
 - 1. A book is a skeleton, which is fleshed out by the mind.
 - a. Is this a lie, or a useful truth?
 - 2. That bank is a black hole, a Ponzi scheme
 - a. Rather than: That bank is (like) a black hole, a Ponzi scheme
 - iv. Summary: Metaphors use language symbolically, though on the surface, it seems like it's a lie.
 - v. Are myths in fact metaphors?
- s. **If education does not teach one how to discern myth from lie, what calamity might that cause in an individual's life?**
- t. The concept of "utopia" literally means "no place", as in it's purely imaginary; yet, this idea of utopia has had a powerful effect in the evidentiary reality of our history, HOW is the concept of utopia in direct conflict with FAMILY AND TRADITION?
 - i. If so, therefore the Utopians *must* do what?
 - 1. Destroy family and tradition in order to make their ideas of UNIVERSAL SCHOOLING to be mandatory.
- u. Education is a good, not a commodity, produced by the labor of the student.
- v. Do kids today, as things are now, have a chance at realizing the American dream?
 - i. If not by the system, what about through actions of outspoken voices like yours?
- w. What things do young people need to learn, in order to grow up into response-able grown ups?
 - i. Are these survival skills being taught in public schools?
- x. What class in public school is designed to teach students how to learn anything on their own?
- y. What class in public school is designed to teach students how to recognize what exists, vs. that which does not exist?
 - i. i.e. discern fact from fiction
- z. What class in public school teaches students how to convert fear into understanding?
- aa. What class in public school teaches students how to recognize their natural predators?
 - i. Your compassion makes you vulnerable to those who have none.
- bb. What class in public school teaches the student to be self-reliant?
- cc. If philosophy is a crisis management, risk mitigation, and decision making faculty; why would public schools not stress such forms of intellectual self-defense for their students?
- dd. So if public school does not teach one to survive, how can it teach us to be successful?
- ee. What is the purpose of "public education"?

- i. So, the compulsory public school system is in direct conflict with our needs of learning how to survive and thrive in this world?
- ii. Isn't that ironic? (being that irony is when you experience the direct opposite of that which you'd expect)
- iii. Why then do children have to spend upwards of 15,000 hours in public schools, before becoming indoctrinated slaves in order to get a college education?
- iv. What is the value of someone attending or sending their children to college in the 21st century?
- v. Are you aware of your influence on Erica Goldson, the valedictorian who became famous for her acceptance speech denouncing the school system?
 1. Her teacher includes your work in her curriculum and suggested "if you feel this way, you should read JTG's work"
- ff. Education vs. Experience
 - i. What is the best method you know of to build the skills necessary for children learn how to be self-reliant, self-sufficient, and self-confident human beings?
 - ii. Is self-esteem based around our ability to understand our environmental surroundings, and if so, how could we learn how to deal with confusing and chaotic situations without panicking?
 - iii. The Examples set by Thomas Edison
 1. Did he have any sort of "college degree"
 - a. "a meaningless credential"
 - i. **Edison created an employment test, in order to make informed decisions.**
 - iv. Competency vs. Test-Scores in the real world
 - v. What do degrees measure?
 1. Limited within a finite circle of knowledge
 2. Finite education vs. infinite education
 - vi. Is it possible to train fleas, before you break their will; and what can one learn from the gene-sequencing hobbies of 11 year olds?
 1. Andrew Tsu, a Chinese immigrant living in the Seattle area
 2. Taught by his grandfather how to train fleas
 3. Won the Washington State Science Fair with his gene-sequencing between mice and humans
 4. Flea Circus on 42nd street and Broadway, Hubert's flea circus
 5. To train fleas, you must break their will
 - a. Natural tendency is to move away from each other
 - b. Therefore, lid on petri dish + time = obedience
 - c. Not one of the fleas will try to leave the dish
 - i. **JTG realized that he was the lid on the petri dish**
 - vii. What is the name of the process used to break the will of infinite souls, who likewise would naturally go off in every direction?
 1. Prussian education model / outcome based compulsory schooling
 - a. Just like fleas.
 - b. Amputation of curiosity is the elimination of personal agendas
 - viii. What is the Equine Mental Journal, and do you read it regularly?
 1. Article about the destructive psychological effects on horses, from being kept in a stall and having no area to roam.

- a. Horses balked at learning, couldn't project a stable personality
 - b. Parallels to classroom behavior
 - c. Restricting the space (and time) in which a being learns about themselves and about the world
 - i. Keeping them away from the wisdom of the herd
 - ii. Creates a set of pathologies which exclude these horses from any serious competition
 - iii. Realized that this was a weapon of mass instruction
- ix. How did this affect how you were teaching?
 - i. The 7 Lesson Schoolteacher (Dumbing us Down)
 - 1. Self-correcting as people learned about these 7 forms of conformity, compliance, and conditioning.
- x. What does forced schooling destroy, in terms of productive sovereignty?
- xi. How is the concept of testing used as an illusion to support the jobs project, which is founded on the concept of compulsory schooling
- xii. What is a college degree really worth, and why are our expectations not aligned with reality?
 - 1. Supports idea of compulsory schooling for mechanized industrial society
- xiii. Does America have a national policy to produce "losers", and if so, what explanation can be given for this?
 - 1. i.e. how does this benefit America in the long-term?
- xiv. What does dividing the students in to winners and losers help the students, and how does this affect the larger community?
- xv. What is the connection between most of the business of schooling and the idea of practical application in one's life?
- xvi. How does force of law encourage students to learn about themselves and the world we live in?
- xvii. What role does standardization or quantification of human beings into human resources play in our school system?
 - 1. Real learning is not systematic for individuals, though individuals all use the same innate process of learning
 - 2. Standardization is not "high standards"
 - 3. De-systematize your schools, un-schooling your schools
- xviii. How do our schools artificially extend childhood, via pseudo-self-esteem, and how does that affect students when they go out into the world?
- gg. What is the origin of the concept of the word "schooling"
- hh. What is the definition of "compulsory"
 - 1. Johnson's dictionary
 - 2. Violence as part of the definition, enforced by force
- ii. Institutionalized schools are the major stabilizing force for many countries, but what are we stabilizing by force, since the use of force readily admits intellectual bankruptcy?
 - i. Rather than "drawing out" (e ducare), people are molded into the existing civil society (Status Quo)
 - ii. What if "stabilized" societies which practice human sacrifice?
 - 1. The issue of War being a Racket, human sacrifice on a corporate scale

- iii. What happens to the curiosity of students, after 15,000 hours of alienation from themselves?
 - 1. Guarantees that their innate talents will not develop sufficiently
 - 2. Memorization/conditioning for compliance
 - a. Predictability needed to maintain Status Quo
 - i. Imagine a society with no predictability
 - 1. Anarchy without autonomy = CHAOS
- iv. Schools create a negative attitude, how is this attitude *essential* to a commercial community
 - 1. Low-level dissatisfaction
 - 2. Conspicuous Consumption (Thorstein Veblen)
 - 3. Needs a population that is easily bored
 - a. No control over consumption appetites
- v. What would the world be like without institutionalized schooling?
- jj. What are the Lost Tools of Learning, and who was Dorothy Sayers?
 - i. Oxford
 - ii. Mystery Writer
 - iii. Trivium
- kk. What methodology do you use to validate the contents of your mind?
- ll. What is the importance of identifying that which exists, before attempting to logically connect that which exists? (Grammar)
- mm. It can be said that thinking is the process of asking substantial questions and finding valid answers, which is the identification of a non-contradictory reality, which is logic... what is the role of logic, and why do you think most of the problems facing humanity stem from irrationality?
- nn. If the Trivium method of critical thinking and creative problem solving were not taken out of schools, would the world be facing such irrational problems?
- oo. Liberal Education
 - i. Definition of Liberal
 - ii. Great Books of the Western World
- pp. When did you first start to realize that you were participating in conditioning students
- qq. What were your thoughts when you realized that you needed to make a change?
- rr. Can people from any walk of life, develop their minds?
 - i. What did Adam Smith have to say about this in Wealth of Nations?
 - ii. How does this fact influence the predisposition of the Elites?
 - 1. (it threatens them, and is the cause of their separatist attitude)
- ss. What is the mechanism to make a nation wealthy?
 - i. Adam Smith's Wealth of Nations
- tt. Think of an instruction manual for any entity: it has the individual parts, how the parts fit together, and how the entire entity works; this is the essence of the Trivium, the individual parts are the general grammar of the subject, how the parts fit together without contradiction, is the logic of the subject, and how the entity works is the rhetoric of the subject.
 - i. Why, if we are surrounded with products, all of which have instruction manuals, all of which are formatted exactly the same (Grammar, Logic, Rhetoric); have we not yet made the connection that we can use this process for *every unknown* in our lives?

1. THIS IS THE ESSENCE OF HOW HUMAN BEINGS LEARN.
 - a. Why is it being hidden if it's USEFUL?
 - i. Occulting information only works if USEFUL information is hidden from the General Public
- uu. John Stuart Mill: **"the only way in which a human being can make some approach to knowing the whole of a subject, is by hearing what can be said about it by persons of every variety of opinion, and studying all modes in which it can be looked at by every character of mind. No wise man ever acquired his wisdom in any mode but this; nor is it in the nature of human intellect to become wise in any other manner."**
 - John Stuart Mill (On Liberty)
 - i. "The only freedom which deserves the name is that of pursuing our own good in our own way, so long as we do not attempt to deprive others of theirs, or impede their efforts to obtain it. Each is the proper guardian of his own health, whether bodily, or mental or spiritual. Mankind are greater gainers by suffering each other to live as seems good to themselves, than by compelling each to live as seems good to the rest." — John Stuart Mill (On Liberty)
 - ii. "He who knows only his own side of the case knows little of that. His reasons may be good, and no one may have been able to refute them. But if he is equally unable to refute the reasons on the opposite side, if he does not so much as know what they are, he has no ground for preferring either opinion... Nor is it enough that he should hear the opinions of adversaries from his own teachers, presented as they state them, and accompanied by what they offer as refutations. He must be able to hear them from persons who actually believe them...he must know them in their most plausible and persuasive form." — John Stuart Mill (On Liberty)
 - iii.
- vv. Is it better to be propagandized by your friends, or your enemies; or is this a fallacy of the false alternative?
 - i. You need to know how to discern that which exists, from that which does not
 1. Fact from fiction
 2. Reality from unreality
 3. Actual from Illusion
 4. Truth from Lies
 - a. Etc.
- ww. Ben Franklin said: "Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety.
- xx. Benjamin Franklin, Historical Review of Pennsylvania, 175", what do you think about those who give up a liberty of a liberating education in order to get a public school certification?
- yy. What is the origin of the change from the 19th century mindset, with regard to survival, "adding value" to earn a living; vs. the 20th century "get a job" mentality?
 - i. How did our prosperity get restricted through this mindset?
 - ii. According to Adam Smith, what's the difference between the mind of a street-sweeper, and that of a duke?
 1. Curiosity and explosion of invention suppressed in one case, fostered in the other

- zz. Mark Twain's Notebook 1908: "All schools, all colleges, have two great functions: to confer, and to conceal, valuable knowledge. The theological knowledge which they conceal cannot justly be regarded as less valuable than that which they reveal."
 - i. What does this quote mean to the general public?
 - 1. IF what you're paying for is less valuable than what's being hidden, THEN what's being hidden is the most valuable... as it can't be purchased at any price- otherwise the college loses its power over the students
 - a. How to learn anything for themselves, autonomy
- 4. Whistleblowing
 - a. Wall street journal
 - i. "I Quit, I think."
 - ii. *"I've come to believe that genius is an exceedingly common human quality, probably natural to most of us... I began to wonder, reluctantly, whether it was possible that being in school itself was what was dumbing them down. Was it possible I had been hired not to enlarge children's power, but to diminish it? That seemed crazy on the face of it, but slowly I began to realize that the bells and the confinement, the crazy sequences, the age-segregation, the lack of privacy, the constant surveillance, and all the rest of national curriculum of schooling were designed exactly as if someone had set out to *prevent* children from learning how to think and act, to coax them into addiction and dependent behavior." - JTG*
 - b. Where were you when you started thinking about quitting teaching in a traditional way?
 - c. How long did you weigh your options?
 - d. Did you discuss your resignation via the op-ed page of the WSJ with your wife beforehand, and if so, how did she react to your revolutionary thoughts?
 - e. What does the number 29 years, 8 months mean to you?
 - f. Is schooling in fact a form of state adoption, and if so, how so?
 - i. Does the state know better how to raise children better than parents?
 - ii. What happens to the relationships between children and their parents during the 15,000 hours invested into their adopted relationship with the state?
 - iii. As a teacher, how many different students were you teaching over a day; and how much personalized attention do most students get from their teachers?
 - iv. What is the metric of success of this adopted relationship?
 - 1. Standardized testing
 - v. Can "experts" create an education system better than parents?
 - 1. Horace: The master creates the lessons, the pedagog (the teacher) administers the lessons; but if you see the teacher creating lessons, you get rid of the pedagog.
- 5. "How it could be"
 - a. Let's talk about the status quo, what are the major problems facing humanity, from your perspective?
 - b. Now, describe for me a world which results from these problems being absent, having expanded our consciousness through learning, to realize the solutions.
 - i. Assume a panacea has been applied, and describe how things should be
 - ii. "Merely to understand the issue is to know the solution" – Bastiat
 - iii. If humanity is at 10% of its potential, what would happen once we moved into that other 90% which is yet-to-be-realized

- c. If, our children were provided with a methodology by which to discern fact from fiction, and a process by which they can use logic, reason, compassionate communication skills and critical thinking; would we have the problems in the world, which we're all seeking to solve?
- d. Do you think that by defining the problem, and examining the history, that we might learn the ingredients which comprise the recipe of "how it could be"?
- e. Chipping away at the marble... is the same as recognizing that which is, and dismissing that which is not... it's the same as how Michelangelo sculpted Moses
- f. To employ metaphor, if the elite are given a golden education, and public schooling provides a lead education; what would be the alchemical process of transmutation of self, from lead into gold?
 - i. Learning to learn anything for yourself, Trivium Method of Critical Thinking and Creative Problem Solving
- 6. The Greatest History Lesson: Probing the problem through history
 - a. MEN OF THE PAST, AND HOW THEY INFLUENCE OUR PRESENT DAY
 - b. Plato vs. Aristotle
 - i. Plato
 - 1. Utopia
 - 2. Collectivist
 - 3. Occultist (hides info from public)
 - ii. Aristotle
 - 1. Reality
 - 2. Individualist
 - 3. Teacher (recirculates useful information previously hidden)
 - iii. Alexander the Great's letter to Aristotle:
 - 1. *"Alexander to Aristotle, greeting. You have not done well to publish your books on ORAL DOCTRINE: What is there now, that we excel others in, if those things which we have been particularly instructed in, be laid OPEN TO ALL? For my part, I assure you, I had rather excel others in the *knowledge of what is excellent*, than in the extent of my power and dominion. Farewell."*
 - a. Alexander's "power and dominion" wholly rests upon his ability to discern fact from fiction, i.e. "knowledge of what is excellent"
 - i. THE SOURCE OF REAL POWER
- iv. **Trivium and Quadrivium: Aristotle's Legacy for Individuals to battle collectivists**
 - 1. **Collectivists use the Trivium OUT OF ORDER**
 - a. Logic, Grammar, Rhetoric
 - i. Without defining what exists as the first step, the "logic" is based on a yet-to-be validated foundation.
 - 1. Building castles in the air
 - a. Therefore, IRRATIONAL.
 - b. Grammar, Logic, Rhetoric (individualists)
 - i. Define knowledge (epistemology) of what exists
 - 1. Dismiss the Arbitrary (as per Newton's proof)
 - ii. Identify without contradiction, the relationships which connect that which exists

- iii. Communicate knowledge, thereby creating Wisdom.
- c. John Calvin's influence
 - i. Institutes of the Christian Religion (4 volumes)
 - ii. A first class legal mind, written with a tremendous intellectual rigor
 - 1. Implications of predestination
 - 2. Most of the people who are born on this planet are doomed, to eternal torment, and there is "no way" to redeem themselves
 - 3. Sin and Redemption
- d. Martin Luther's influence
 - i. On religious folk
 - ii. On the future unification of Germany
- e. Frank Bacon
 - i. The New Atlantis
 - ii. Universities
- f. Benedict Spinoza (Baruch) Tractatus Religio Politicus
 - i. Same conclusions as Calvin, but for different "reasons".
 - ii. "liberal thinker", yet said (that the vast majority of the human race is permanently irrational AND dangerous. Because of this permanent characteristic of irrationality, therefore the population must be debilitated and controlled)
 - iii. Created the clear idea and PURPOSE for compulsory public schooling
 - iv. Universal forced schooling as the mechanism to be favored by the elite aristocracy
- g. Thomas Jefferson: "school has only 5 justifications: to teach people their rights is first and foremost, and to teach them how to defend their rights, is an essential reciprocal to that; it would be justified if it taught useful knowledge pertinent to survival... if it taught an ever-present skepticism against "expertise" (the Greeks had scorn for specialists and experts, as only useful in limited situations, otherwise bad judgment and dishonest) and to know the ways of the human heart so that you can neither be cheated nor fooled"
 - i. If schools don't teach these 5 things, they are a mere **CIVIL RELIGION**, as per Spinoza
 - ii. To teach experts to stay in their places
- h. The Industrial Revolution's effect on education
 - i. The consequences of coal on education
- j. Adam Smith's "Theory of Moral Sentiments"
- k. Jeremy Bentham
 - i. Utilitarianism
- l. Michel Foucault
 - i. Panopticon and the State
 - 1. Prison where prisoners can't see those who imprison them
- m. Admiral Farragut (sp?) took on British at age 12
- n. Napoleon and the Battle of Jena 1804
- o. Von Clausewitz and Prussian Military Strategy post 1812
 - i. Prussian Military's relationship to Prussian Schooling
- p. Darwin and Galton
 - i. Eugenics
 - ii. Ended the romantic idea that the average person could rise intellectually
 - iii. Descent of Man

1. Evolution not occupying all the creatures on earth, only a small fraction are “evolving”... all others are evolutionarily retarded
2. This electrified intellectual circles around the world
3. IF the evolutionarily retarded intermarried... evolution would march backwards in to the swirling mists of the dawnless pasts.
- iv. What is the net result of Darwin’s legacy in the world today?
 1. Darwin’s “work” provides the “scientific foundation” for the oppression of other people
 - a. “the less-favored” races
- v. “Preservation of the Favored Races”
 1. When was the full title of Darwin’s work edited?
 2. Did this concur with the conclusion of the Civil War, and the increase in literacy among former slaves, who were prohibited from learning to read?
 - a. i.e. “less-favored” races were learning to read the blueprints of the “favored races”
 - b. If you allow the 90% (so-called non-evolving) to breed with the 10% (so-called “evolving”), disaster would occur
- vi. Institutional Schooling (Galton)
 1. Private Schooling
- q. Fichte
- r. Pestalozzi (Illuminati)
- s. Lavater (illuminati)
- t. Johann Herter (Illuminati, member of Bond Illuminati, same lodge as Mozart, coined “Zeitgeist”)
- u. John Stuart Mill
 - i. **“Whatever crushes individuality is despotism.”**
- v. Ruskin
 - i. Oxford
 - ii. Rhodes’ Teacher
 - iii. “There is no wealth, but Life; including all its powers of love, joy, and admiration” – Ruskin
 - iv. “champion” of the British Lower Class
 - v. Gandhi said “(Ruskin) was the single-most influential person in my life.”
- w. Max Weber
 - i. Sunday newspaper reading replaces Sunday church-going
 1. Same thing, “whether you’re berated by a priest, or a news paper editor”
 - ii. Signals a change in ideological leadership from Church to Media
- x. Vilfredo and Mosca
- y. Pavlov
- z. Wilhelm Wundt and the Prussian Ph.D. system
 - i. Flesh-and-blood machines, which are defective and could not be corrected
 - ii. Believed that children have no soul, therefore “rationalizes” conditioning them as automatons
 - iii. Wundt’s grandfather, Karl Wundt, was in the Bavarian Illuminati
 - iv. Wundt’s 8 year recommendation of compulsory schooling, MATCHES the Illuminati agenda proposed by Adam Weishaupt.

1. Ref: "Manifesto of World Revolution" by Nicholas Bonneville (1792)
Translated and Introduced by Marco Di Luchetti, Esq
- aa. William James (Pragmatism, Harvard, and Psychology)
 - i. "Schools must teach habit training and not intellectual development"
- bb. Thorstein Veblen
 - i. "THEORY OF THE LEISURE CLASS" 1899
 - ii. Coined "conspicuous consumption" and "conspicuous leisure"
 - iii. "Status Symbol": TO TURN UTILITY INTO SOCIAL VESTIGES, a variation on early tribal life
 1. No longer about form/function... it's about how other people think of you, provisional self-esteem used to DRIVE SALES.
- cc. Moses Hess (1861)
 - i. Freemasonry infiltrated
 - ii. Plans for a future state of Israel in Palestine
 - iii. Rothschild, Rhodes mentioned by name
- dd. Horace Mann and Skull and Bones
 - i. PEABODY COAL INTERESTS / FRONTMAN
 1. Francis Peabody (Yale) founded Peabody, Daniels, and Co.
 - a. Peabody Energy (2011) / previously Peabody Coal
 - i. LARGEST PRIVATE SECTOR COAL COMPANY IN THE WORLD. 2006: 247 million tons of coal sold.
 - ii. 10% of the electricity in the U.S. and 3% of the world.
 - ii. Horace Mann married Mary Tyler Peabody
 1. Daughter of dentist Nathaniel Peabody, sister of educator Elizabeth Palmer Peabody, and Sophia Peabody Hawthorne (Nathaniel Hawthorne's wife / *Scarlet Letter*, *House of Seven Gables*), MTP wrote on behalf of the KINDERGARTEN system.
 2. Elizabeth Palmer Peabody opened the FIRST ENGLISH LANGUAGE KINDERGARTEN IN THE U.S.
 - a. EPP wrote "Record of a School" outlining the Prussian schooling based on Bronson Alcott's experimental "Temple School" in Boston
 - i. Alcott's 2nd daughter (Louisa May Alcott) wrote "Little Women" 1868
 - b. Temple School (Alcott) 1834, because classes were HELD AT THE MASONIC TEMPLE on Tremont Street in Boston.
 - i. His assistant: Elizabeth Palmer Peabody
 - ii. Influenced by PESTALOZZI / LAVATER (ILLUMINATI)
 - iii. Also influenced by Fredrich Frobel and Johann Fredrich HERBART
 - iv. MODEL FOR THE ELITE SCHOOLS (Amos Bronson Alcott)
 1. Self-Instruction on the basis of Self Analysis
 2. Emphasis on conversation and questioning rather than LECTURING AND DRILL (Prussian Methods)

3. Building self-reliant children, as opposed to public schooling.
 - c. Amos Bronson Alcott inspired Henry David Thoreau's famous idea of "Civil Disobedience", as Alcott had previously refused to pay a "poll tax"; which would have meant his incarceration, if a friend had not paid the \$1.50 tax, to prevent Alcott from being arrested.
 - iii. Mann selected to "sell compulsory schooling", and quid pro quo, offered Daniel Webster's seat in congress.
 1. Daniel Webster denounced Mann in the Congressional Records
 - iv. Horace Mann and Antioch College (liberal arts, Yellow Springs, OH)
 1. William Howard Taft on board of Antioch (S&B)
 - a. Sutton's "How the Order Controls Education"
 2. A Utopian community, in the theme of Francis Bacon's "New Atlantis"
 3. Dave Chappelle's father taught at Antioch
 - a. Chappelle's mother worked for Lumumba in the Congo, which ties into the next topic: DIAMONDS AND CECIL RHODES
- ee. Cecil Rhodes the Round Table Group
 - i. Rhodes / Oxford / Ruskin
 - ii. South Africa and DIAMONDS
 - iii. De Beers Cartel
 - iv. Last Will and Testament
 - v. Secret Society: CFR etc.
 - vi. Rhodes Scholarships
 - vii. The Rothschild funding of Cecil Rhodes
 - viii. The Rothschild ownership of De Beers and control of Rhodes Scholars
 1. Recap: Jesuits are a military order
 2. Rhodes based his ideas for a secret society on the Jesuits
 - a. As per his last will and testament
 3. Herzl and Rhodes were friends, Herzl says that Israel to be founded on Rhodes' secret society blueprint; therefore on the Jesuits.
 4. Question: IF Rhodes' influence on the South of the African Continent supported apartheid, how does the policy of apartheid in Israel also owe its legacy to Cecil Rhodes and his Round Table Group?
- ff. William T. Stead
 - i. Inventor of the Interview
 - ii. Died on Titanic with Astor
 - iii. Editor of the "Review of Reviews" and Executor of Cecil Rhodes' Last Will and Testament
 - iv. "Wreck of the Titan" by Morgan Robertson (1898)
 1. Synchronicity / foreshadowing of the Titanic
 2. J.P. Morgan owned the White Star Line
 - a. Olympic, Britannic, and Titanic
- gg. Moses Hess: Illuminist agenda has already taken over Freemasonry from inside (1862)
 - i. Plan to create a future Zionist State in Palestine
- hh. Lord Milner and Arthur Balfour
 - i. Worked as proxies for Rothschilds

- ii. Created contract with the Zionists
 - 1. Ref: Paris 1919 by Marg. MacMillan (great granddaughter of David Lloyd George)
 - iii. September 11, 1922: British mandate over Palestine takes effect
 - 1. Oxford Round Table / Rhodes / Rothschild created
- ii. John D. Rockefeller
 - i. Prohibition to get America on the gasoline he produced
 - ii. Education as a method to control America
 - iii. INTERNATIONALIST
 - 1. CREATES SUPRA-NATIONAL ENTITIES TO MANAGE NATIONS
- jj. Andrew Carnegie
 - i. Industrialized workers
 - ii. U.S. Steel and the Pittsburgh Connection
- kk. Fabian Socialists
 - i. Wolves in Sheep's Clothing logo
 - ii. London School of Economics
- ll. Rhodes Scholars
- mm. Col. Edward Mandell House
- nn. COUNCIL ON FOREIGN RELATIONS
 - i. FOREIGN AFFAIRS (Learning from the Germans)
 - 1. Ironic
 - ii. CFR is one of 23 (or more) working groups to manage the perception of politics, economics, and foreign affairs
- oo. Edward Bernays
 - i. Freud's nephew
 - ii. "Propaganda" (1922)
 - iii. Pragmatic Revolution @ Harvard (first 2 decades of the 20th century)
 - 1. "there is no such thing as morality as truth"
 - a. See: Wundt et al.
 - iv. American Women (Suffragette Movement) to give status to smoking
 - v. Francis Galton influence
- pp. Walter Lippmann
 - i. "Public Opinion" (1928)
 - ii. Co-founder of CFR
- qq. Ivy Lee
 - i. Inventor of the Press Release
 - ii. Mental colonization of subjects
 - iii. Helped the Nazis
 - iv. Paved the way for corporations
- rr. Difference between form and function advertising of 19th century vs. 20th century
- ss. Council on Foreign Relations
 - i. Insiders + innocent dupes who are well placed and whore themselves for status and money
 - ii. Internationalists and Global Government
 - 1. David Rockefeller p. 505 of Memoirs
 - iii. Founders of CFR
 - 1. Early CFR book

- iv. Royal Institute for International Affairs
- tt. Maj. Gen. Smedley Darlington Butler / War is a Racket
 - i. "The Business Plot" circa 1935
 - ii. McCormick-Dickstein Committee
- uu. Aldous Huxley
- vv. George Orwell
- ww. The Prohibition of Hemp
 - i. Role of J.P. Morgan, DuPont, and Standard Oil
 - 1. See: Smedley Butler & "The Business Plot"
- xx. B.F. Skinner
- yy. Reece Committee
 - i. Norman Dodd
 - ii. Carroll Reece
- zz. Role of the Foundations in World Affairs
 - i. Carnegie
 - ii. Rockefeller
 - iii. Ford Foundation / CIA
 - 1. Assigned with breaking the influence of traditional morality on the coming generations, dis-integration of the family structure
 - 2. To prepare for merger between Soviet and American systems
- aaa. Role of Foundations in the design of Curriculae
- bbb. Role of Change Agents
- ccc. To change from traditional morality to Pragmatism
 - i. How would you define pragmatism
 - 1. "isms" = individual's social management system
- ddd. Wall Street and Rise of the Nazis and Soviet Union
 - i. Antony C. Sutton
- eee. Douglas Reed and Lord Northcliffe
 - i. Controversy of Zion
- fff. The Anglo American Establishment
- ggg. **Bertand Russell**
 - i. In the book "The Impact of Science on Society", published in 1951, the following quotes are found:
 - ii. * "Education should aim at destroying free will, so that, after pupils have left school, they shall be incapable, throughout the rest of their lives, of thinking or acting otherwise than as their schoolmasters would have wished." (Page 50 – The Intended Result of Education)
 - iii. "After all, most civilized and semi-civilized countries known to history and had a large class of slaves or serfs completely subordinate to their owners. There is nothing in human nature that makes the persistence of such a system impossible. And the whole development of scientific technique has made it easier than it used to be to maintain a despotic rule of a minority. When the government controls the distribution of food, its power is absolute so long as they can count on the police and the armed forces. And their loyalty can be secured by giving them some of the privileges of the governing class. I do not see how any internal movement of revolt can ever bring freedom to the oppressed in a modern scientific dictatorship." (Page 54 – Scientific Dictatorship)

- iv. * “There are three ways of securing a society that shall be stable as regards population. The first is that of birth control, the second that of infanticide or really destructive wars, and the third that of general misery except for a powerful minority.” (Page 103-104 – Bacteriological War, Population and World Government)
- v. * “My conclusion is that a scientific society can be stable given certain conditions. The first of these is a single government of the whole world, possessing a monopoly of armed force and therefore able to enforce peace. The second condition is a general diffusion of prosperity, so that there is no occasion for envy of one part of the world by another. The third condition (which supposes the second fulfilled) is a low birth rate everywhere, so that the population of the world becomes stationary, or nearly so. The fourth condition is the provision for individual initiative both in work and in play, and the greatest diffusion of power compatible with maintaining the necessary political and economic framework. The world is a long way from realizing these conditions, and therefore we must expect vast upheavals and appalling suffering before stability is attained. But, while upheavals and suffering have hitherto been the lot of man, we can now see, however dimly and uncertainly, a possible future culmination in which poverty and war will have been overcome, and fear, where it survives, will have become pathological. The road, I fear, is long, but that is no reason for losing sight of the ultimate hope.” (Page 113-114 – World Army & Massive Upheavals)

hhh. Norbert Wiener

iii. Carroll Quigley

- i. Bill Clinton's tutor

- ii. Quigley's mentor was a Rhodes Scholar

7. **THIS ALL AMOUNTS TO THE DUNNING-KRUGER EFFECT**: The Dunning–Kruger effect is a cognitive bias in which unskilled people make poor decisions and reach erroneous conclusions, but their incompetence denies them the metacognitive ability to appreciate their mistakes.[1] The unskilled therefore suffer from illusory superiority, rating their ability as above average, much higher than it actually is, while the highly skilled underrate their own abilities, suffering from illusory inferiority. Actual competence may weaken self-confidence, as competent individuals may falsely assume that others have an equivalent understanding. As Kruger and Dunning conclude, "the miscalibration of the incompetent stems from an error about the self, whereas the miscalibration of the highly competent stems from an error about others" (p. 1127)

- a. See: Incompetent and Unskilled, NY Times, re: Dunning and Kruger

8. Elite Schools

- a. How many elite boarding schools are there?

- i. Inner circle of 20 elite schools, probably another 300 schools which take their “marching orders” from the inner circle.

- 1. Andover, St. Paul's, Groton, etc.

- b. What do they teach in elite schools?

- i. Short answer: how to rule the masses, how to train the managerial class, to manage the lower class

- 1. Ancient principles known to work

- 2. The economy cannot tolerate the general population learning how to be self-reliant and critical thinking

- a. Therefore, train some to trick the others

- c. What popularized the growth of these schools?
 - i. Darwin
- d. 14 universal principles of elite education
 - i. No gradates without theory of human nature
 - 1. Social engineering / sales
 - 2. History, philosophy, theology, literature, and law
 - a. Comprehensive study of human nature
 - b. Grammar of human species
 - ii. Every graduate has strong experience with active literacies: writing, public speaking (rhetoric)
 - 1. Key to meeting your needs
 - 2. Competency is attained by practice
 - iii. Insight into the major institutional forms: Courts, Corporations, Military, etc. including details of the ideas which drive these institutions
 - 1. "separation of powers" i.e. Executive, Legislative, Judicial
 - 2. What is the purpose? Not that we all live in harmony, but exactly the opposite; argument as the means to attaining truth.
 - 3. The U.S. as an experiment of free speech / laboratory of mass dissent
 - 4. Prison and Military populations of the U.S. = 1 to 1 ½ % of adult male population
 - a. Prussia / Von Clausewitz
 - iv. Practice of good manners, politeness, and civility exercised and disciplined
 - 1. Foundation of all future relationships, alliances, access to resources, etc.
 - 2. No public school facilitates this, rather a laboratory of rudeness
 - v. Independent thinking and work
 - 1. Public schools, the teacher is charged with thinking and assigning work to fill time
 - 2. Private schools, the student is charged with thinking and working, with the guidance of the teacher, but self-reliant to progress forward
 - a. Taught to be autonomous and self-teaching/self-learning
 - vi. Energetic physical sports are a necessity to confer grace, not a luxury
 - 1. Grace of dealing with life under pressure, both as an individual and as a team
 - 2. George Washington was not an average physical presence
 - a. GW's diary: horseback riding and ball room dancing
 - b. Commanding physical presence, therefore influence
 - 3. Sports teach you practice in handling pain, emergencies, confusion
 - vii. Complete theory of access to any workplace, or any person
 - 1. The challenge of getting a private meeting with mayor, and constructing of how to get from A-B
 - 2. How to access places and people
 - viii. Responsibility as an essential part of the curriculum (INTEGRITY)
 - 1. Self-reliance and self-sufficiency
 - 2. Do what you said you were going to do, when you said you were going to do it.
 - ix. Arrival at a personal code of standards (morals, ethics, and integrity)
 - x. Familiarization with major forms and creations of the fine arts of humanity

1. To transcend the animal materiality
- xi. Power of accurate observation and recording
 1. An axiom of the british upper classes, to draw what you see with your eye; to sharpen the perception (Drawing Rooms)
 2. Charles Darwin: skillful drawings of his observations
- xii. The ability to deal with challenges of all sorts (TRIVIUM Method)
 1. Transmute uncertainty and confusion into knowledge and certainty
 2. Know how to challenge yourself, this is the source of GROWTH
 3. Fear, cowardice, etc. are functions of not having a methodology to convert confusion into understanding.
 4. The lesson to get back up after you fall, and the knowledge that trial and error is a form of learning, if you learn from your unsuccessful attempts.
 5. Attempt, encounter resistance, learn, integrate, repeat
- xiii. A habit of caution in reasoning to conclusions (LOGIC)
 1. Non contradictory identification of that which exists
- xiv. The constant development and testing of models of judgment
 1. Compare your model of reality to reality, and continue improving it
 2. How to recognize good judgment
- e. Servile Education / Anomalies in teaching profession
 - i. Disconnect between academic endeavor and job market
 - ii. Implied that degree is connected to success and satisfaction in this world
 - iii. Future Jobs in the U.S.: service industry (retail sales clerks)
 1. Why did we need 15,000 hours of public schooling to do this?
 2. Education does not match projected economy
 3. What's the point of college for most kids?
 - a. Scam to indenture them to the elite boarding school kids
 - iv. No metric of quality in education?
 1. What is it being compared to?
 - a. Arbitrary or substantial metrics of success
 - v. Enemy of Mental Alertness
 1. Fixed time, fixed space, fixed sequence and fixed texts etc.
 2. Make time, space, sequence, and text (variable schedule of reinforcement); un-conditioning vs. operant conditioning
 3. 1 day a week to go to the public library, etc.
 - a. High level method of learning subject grammar
 4. Peter Drucker's management by objective goals
 - a. A-B, get there any way you can without losing your integrity of identity
 - vi. Field Curriculum
 1. The Apartment Floor Plan / Project based assignments
 - a. Personal decisions
 - b. Common sense, logic, reason
 - c. Practical applications
 - d. Challenging their status quo ideas to grow
 2. Shadowing of professionals to learn various job requirements
 - a. Performance characteristics, qualifications, salary, etc.
 - b. Methodology of noting someone's actions, Q&A

- i. In order to shadow:
 1. How to get access to that person
 2. How to convince them to participate
 - ii. Sue Simmons example (Network Anchor)
 1. Penetrate her personal security, personal appeal with quid pro quo... chance of success
 2. 3 months to get in touch, easier to schedule than to ignore
3. Donating "A Day with John Taylor Gatto" to school districts and PTA orgs
4. Apprenticeships: hands-on learning from someone with experience
 - a. Asking penetrating questions of older people
 - b. Mutually beneficial relationships
5. Mentorships: exchanging ideas useful to conceptualizing the world and our place in it / transformational experiences
6. Sine qua non of citizenship / taking an active role in the community
 - a. Projects to restore and enrich the community
 - b. Plays, variety shows, providing entertainment (retirement homes, etc.)
 - c. Substantial community service at least 1 day per week, students scattered throughout the 300 square miles of NYC
 - i. Not dangerous compared to being unprepared in life
 - ii. In 20 years, not a single incident of recklessness or endangerment
 - d. Parent Partnerships on school time
 - i. Institution of forced schooling based on weakening connection between student and their family
 1. Remedy for that: always book yourself out of class by drawing up partnership with family member to explore and produce some tangible result
 - e. Exchange school time for starting a small business
 - i. Offer substantial services below market rates, students have lower overhead
 - ii. Encouraging entrepreneurial endeavors and real experience
 1. Student movers, painters, cleaners, pet-sitting, car parking, lawn mowing, etc.
 2. Providing necessary services
 - f. Experiences with solitude
 - i. Learning how to have an internal conversation
 1. A reflective mind, power of contemplation
 2. Otherwise, exceedingly shallow perspectives remain in place
 3. Necessary to break out of box, to escape the norm, and to imagine and create
 - ii. Taking a day off to go fishing alone

- iii. Taking a hike, 10 mile walks, how to gain the confidence of repetition of progress
 - iv. Utterly independent study, from start to finish conceived by student, including metrics of success
 - v. Experience in how to “kill time”, improvisational methodologies of thinking through future actions
 - 1. Time management
 - vi. Makes you independent, self-reliant
 - vii. “guerilla education” techniques
- 9. How to communicate these ideas to the public
 - a. JTG’s books
 - i. Dumbing us Down started with: “The Psychopathic School”: after 30 years of devotion to the institution, frustration yielded an attempt to catch lightning in a bottle
 - 1. Teacher of the Year speech
 - 2. Reprinted by a magazine, makes its way to India (Nehru Univ)
 - a. “Dumbing us Down: The hidden curriculum of public schooling”
 - i. Word of mouth, not advertising, 200,000 copies sold
 - ii. “The Exhausted School” / Carnegie Hall speech
 - 1. Line in the sand, in a public arena, throwing down a gauntlet
 - a. It had to be a celebrated venue for someone to pick up gauntlet
 - 2. Hiring Carnegie Hall, 1000’s of pages of union regulations, \$15k per hour
 - 3. 6 alternatives to institutional schooling which were successful
 - a. A variety of ways to educate
 - 4. Waldorf School
 - iii. “A different kind of teacher” 1999
 - 1. A collection of speeches between 1993 and 1999
 - 2. Ask yourself: I’ve known this for years, why haven’t I done something about it
 - iv. “An underground history of American education”
 - 1. “The principal activity of my life” (researching/writing 7 days a week, year round)
 - 2. 10 years to complete UHAE
 - 3. 310,000 words long (1/2 size of original manuscript)
 - 4. A mosaic which adds up to an explanation of all the inexplicable aspects of schooling (standardized testing, grading, trivial curriculum)
 - 5. 2,500 books read, hundreds of interviews; a full time job of 10 years
 - 6. Mass dumbness had to be dreamed of, to justify public schooling
 - a. The way it used to be... compare and contrast how it used to be in American education
 - b. An angry look at public schooling
 - i. It doesn’t teach to learn, and isn’t supposed to.
 - ii. 7 years of reflection to realize mass schooling by force was based on coal production, for industry not education

- c. Eyeless in Gaza
 - i. The elimination of the ability to read complex material
 - ii. 1840 the incidence of complex literacy: 93-100%
 - 1. No compulsory schooling anywhere
 - iii. By 20th century (post WWII) phonics replaced with pictograph system (Dick and Jane).
 - 1. Mass illiteracy
- d. "Why I Quit"
 - i. How JTG became disgusted with his responsibilities
 - ii. Laboratories of state experimentation on children masquerading as pedagogy
 - iii. Individuals vs. Collectivism
 - 1. There is no great mass of children
 - 2. "social averages" do not exist
- e. The foundations of schooling
 - i. What kind of human temperament leads to this?
 - 1. True believers from Eric Hoffer (book) highly intellectual and freshly-thought considerations of American national life. "the true believer" from St. Augustine / book on war
 - ii. When obedience to impulse is a permanent condition of management
- f. Examining the utopian impulse in middle 19th century
 - i. What comes first, the idea of utopia, or the idea of forced schooling?
 - 1. Sir Francis Bacon's "The New Atlantis"
 - ii. 1000 utopian colonies all over the U.S.
 - iii. Experimentation of human nature
 - iv. The Lure of Utopia
 - 1. How the safety lamp claimed more lives than it saved by proliferating coal mining.
 - 2. Sir Humphrey Davies invention
- g. Prussian Education System / Prussian Military system
 - i. Small poor country could produce profitable factories and formidable army, as a result of compulsory schooling.
 - ii. Prussia to Horace Mann
 - iii. 1935 University of Chicago's experimental school (of John Dewey fame) inspirational textbook "the life and work of the citizen" (Howard C. Hill); swastika symbolism and fasciae
 - iv. The fourth purpose:
 - 1. Human resources: school becomes an assistant to economy and govt, not as individual spirits
- h. The Coal Fired Dreamworld
 - i. Coal mining is intimately related to mass production and mass education

- ii. Requires an endless source of energy to mass produce
 - iii. To effectively work at mass production, compulsory schooling necessary
 - iv. Preparing us for a future of corporate dominance, not individual thinkers and entrepreneurs
 - v. Planned obsolescence
 - vi. School was the only available long range instrument to achieve aims of industrial revolutionaries
 - vii. Oil later displaces Coal, similar result
- i. The Cult of Scientific Management
 - i. Making humans and machines work efficiently for profit
 - ii. A national religion of controlling others
 - iii. Ideas proliferated into churches, schools, and every aspect of American life; judging on the basis of "scientific management"
 - iv. Frederick Taylor (high priest of scientific management)
 - 1. Principal architect of the world we live in
 - 2. Scientific mgt engineer for Carnegie and Rockefeller
 - 3. Also invented the slip-on shoe (ref?)
 - 4. The thought processes of the standardized worker had to be standardized to become an efficient consumer
 - 5. Efficiency in consumption (24/7)
 - a. Leaving you without energy
 - b. Constant low-levels of boredom
 - c. Rapidly obsolete in mind and reality
 - d. Planned obsolescence
 - e. To consume and be dis-satisfied faster, and faster
- j. A personal interlude
 - i. Father's family and Mother's family "wonderful wacky geniuses"
 - ii. How JTG's identity is founded on his family upbringing and community atmosphere
- k. Metamorphosis
 - i. A citizen should have the competency to learn (anything) and to engage in various responsibilities
- l. The Crunch
 - i. The very rapid convergence from America's traditional society into a consumer based society led by the elite
 - ii. 1000+ Elite hereditary societies of the United States
 - iii. Daughters of the Barons of Runnemede (direct lineage to the Barons who forced King John to violate the charter with the Vatican, thus losing the crown of England to be rented from then on, from the Pope)

1. Inner circle of the Daughters: descended from even more specific knighthoods
- iv. The order of the Cincinatti
 1. Traced descent of a field-grade officer in Civil War
- v. Vilfredo Pareto and G. Mosca
 1. The Elite Ruling Class
 2. Organized vs. Unorganized
 3. Children under close scrutiny to identify adversaries, drawn into reward system of aristocracy
 4. Perpetual power over the people
- m. The Empty Child
 - i. Contributions of psychology and sociology to education
 - ii. Basic hypothesis of utopia building is that the structure of the person can be broken and rebuilt according to society's need
 - iii. Children are empty vessels (Wundt et al)
 - iv. Schools into sociological laboratories
- n. Absolute Absolution
 - i. Throwing god out of government schooling post WWII
 - ii. Spiritual tradition is a THREAT to the system
 1. See: native americans, and all indigenous peoples
 2. State serves function previously reserved for your relationship with spiritual connection to the universe
 3. Plunder vs. Production (only fools work) according to the Elite
 - a. "Smart" people have other people or machines do the work for them
- o. Psychopathology of Everyday Schooling
 - i. Arbitrary and grounded in superstition
 - ii. Philosophical prejudices
 - iii. Pestalozzi's formula of simple to complex a disaster in the classroom; it's not the way people learn.
 - iv. Penn State University (experiments)
 1. Psych department took physics textbook for intro to physics, and scrambled the pages randomly; and the other sections of physics got the book in original order... there wasn't a significant difference in performance of the students
- p. The Prison of Modern Schooling
 - i. A conspiracy against ourselves
 - ii. A voluntary part in the compulsory process, you can step off, walk away, and learn the natural way

- iii. You trade the liberty of your children for a stable social order and prosperous economy
- iv. Economy of independent livelihoods vs. corporate economy
 - 1. The cost is your mind and your character
 - 2. Integrity of self
- v. Society is stable b/c very few people know how to rock the boat
- vi. The American charter is meant to provoke constant argument to improve from within, it's a test of whether being free is really worth doing
- vii. You can't argue effectively unless your mind is trained and exercised to perform intellectual self-defense
- viii. Corporations do not want resistance
- ix. To live our lives through as children
- q. The Politics of Schooling
 - i. At the heart is a brilliantly designed power-fragmentation system which keeps the system static; therefore, large scale change becomes impossible without a guidebook.
 - ii. Power fragmented into 18 separate compartments
 - iii. THEREFORE, MAKE THEIR MODEL OBSOLETE
 - iv. Thomas Hobbes Leviathan
 - 1. "wherever power seems to be, you can be sure that the power is actually some where else" – JG
 - 2. "where the power actually is, needs to be concealed from the people" – Hobbes
 - 3. Disguising of "authority" as a preservation method
 - 4. Secret Societies and Occulting useful information
 - v. Beurocracy of Schooling
 - 1. Holes in floor example, jumping through hoops, instead of addressing root-cause; took 8 months to accomplish ½ hour of work
 - 2. Incredible inefficiency of public school maintenance as an example of how the power system is set up to guarantee that change can not be effectively invoked
- r. Breaking out of the Trap
 - i. School textbooks propagandize and socialize students
 - ii. Open Source Education
 - iii. Disease of Collectivism
 - 1. Adam Smith's "Wealth of Nations" comes from freedom, not tutelage
 - iv. Desystematized and Decentralized

1. If you value individuality we need a system of our own, subjectively proprietary but based in objective reality
2. Preservation of volition and free will
- v. We have been re-absorbed into the ruling imagination of Tutor England
 1. Time to renew our cognitive dissent to hierarchy and tutelage
- vi. General Braddock vs. George Washington
 1. Aristocrat vs. Colonist
 2. British Grandeur vs. American Buckskin
 3. Braddock's army about to be exterminated
 - a. Narcissism vs. Autonomy

10. The Lectures

a. Death by Pedagogy

- i. America Losing Coherence: 2007 (Jan, March, Nov)
 1. JANUARY: By public disclosure the America we all know and love had morphed into something else, right under my nose
 2. Financial Times of London (Rhodes Round Table)
 - a. Jan 24, 2007: The U.S. had betrayed its founding principals to the extent that it was 'losing its coherence'
 - b. Visible disintegration of the American Commonwealth
 - c. The bombing of poor people, making bankers and drug companies rich, was not enough to keep a country together.
 - d. A political aggregation must function like an extended family.
 - e. (Brits adopting a snooty moral tone, neglecting their own history)
 3. How could America be incoherent?
 - a. Denial leads to substantial questions...
 - b. Reagan, a conservative, tripled the size of the federal govt
 - c. Hypocrisy of political words vs. actions
 - i. Orwell: newspeak, censorship of freedom related words
 4. Changes in America (juxtaposed to the 1950's)
 - a. Maintaining overseas prison camps
 - b. We attack countries that did not attack us first
 - i. Bush Doctrine of Pre-Emption / Irrational
 - c. Outsourced PRODUCTIVITY
 - i. See: Wealth of Nations re: consequences
 - ii. Don't improve products, take the profits
 1. Downward spiral of productivity
 - d. Speculation / Profit without Work
 - i. Massive inflation and printing money out of nothing
 - ii. Making "more money" by speculation than by productivity
 1. Fallacy of short-term choice which doesn't address long-term needs
 - e. Outsourcing RESPONSIBILITY
 - i. Fast food merges with Schooling

1. Not about health of students, about profit for corporations
- f. Domino-Effect of Financial Collapse
 - i. Signs of consequential incoherence as a Nation
 - ii. Education by design, has been corrupted, this is the root cause of the folly described above.
 - iii. Enron, WorldCom, Bear Stearns, Lehman Bros., Merrill Lynch
5. (BOOK) Cultural Literacy by E. D. Hirsch
 - a. School leaders create and impose incoherence purposely
 - b. Schools had numbed the minds of their captive audiences
 - c. When intellect is paralyzed, incoherence of intellect and error-prone decision making isn't far away
 - d. Incoherent decision making is a function of this
6. MARCH: Time Magazine BBC poll (28,389 from 29 countries)
 - a. What 5 nations in order have the best influence on world affairs?
 - i. CANADA
 - b. What 5 nations in order have the worst influence on the planet?
 - i. U.S.A. (3rd from the bottom)
 - c. The golden decade post WWII
 - i. Disturbed by the existence of this universally negative opinion... how did it happen? What can account for this change in perspective?
 - ii. Cause and effect, root-cause analysis
 - d. BBC calls Americans "hypocrites" and a "terrorist nation"
7. NOVEMBER 30, 2007: USDOJ issues figures that America has highest rate of imprisonment on earth, of 187 countries surveyed
 - a. 6x higher than China, which has a billion people
 - b. 6x likelier to end up in jail as an American Citizen than a Communist Citizen in China
 - i. Land of the Free and Home of the Brave?
8. Medicine Paradox: travel to Mexico to get medication at 1/3 of U.S. cost, made by same companies which sell in the U.S.
 - a. How is this made possible and/or necessary?
 - b. Is fleecing the sick a sign of national incoherence
 - c. 60 minutes segment on Medical Tourism
 1. State of the art facilities in India and other countries, 25% of the U.S. cost, + expenses paid vacation to recuperate.
 - d. Jan Irvin going to Peru for treatment
9. Military Affairs: Unprovoked attack on Iraq and Afghanistan
 - a. Trillions of dollars diverted from economy to pay for "war"
 - b. Price of heroin skyrockets due to Taliban prohibition
 - c. After we "occupy" Afghanistan, heroin prices have never been so cheap
 - i. See; Adam Smith's Wealth of Nations, Supply and Demand

- d. Unintended Consequences and Blowback
- e. Is it incoherent to send thousands of our citizens to be killed when it is against the will of the citizenry?
- 10. Post-Education employment outsourced to Foreigners
 - a. 53% of all U.S. doctoral degrees go to foreign nationals
 - b. Major building contracts etc. are being filled by foreign firms
 - c. Bill Gates (without a college diploma) set up training campuses around the world, and spends millions lobbying the govt for H1A passports to allow foreign nationals to come in and stay for years; occupying jobs that could go to U.S. college graduates.
 - d. Gates and others prefer profit to progress and prosperity
 - e. Is this socially coherent?
- 11. Health: 60% of the American population is overweight, and 30% are obese
 - a. Source: CDC
 - b. Basic food went up 36% in Egypt last year... food riots due to rapidly escalating costs of food, no need to be competitive in pricing when there's a shortage of food due to inflation
 - c. What % of America's medical problems are due to obesity?
 - d. 9 million kids between 6 and 18 are obese
 - e. Leading cause of diabetes is bad diet and inactivity
 - i. Fats, sugars, and salts; leading ingredients of fast food industry... because they're ADDICTIVE
 - ii. 1 in 3 kids born after 2000 will get diabetes
 - iii. Instead of educating them, demands by the system make them immobilized
 - iv. 23,000 schools have fast food franchises serving lunches
 - 1. A big gulp has 38 teaspoons of sugar
 - 2. Is poisoning our kids for profit a sign of incoherence?
- 12. What fraction of America's incoherence comes from PRUSSIAN INSPIRED SCHOOLING?
 - a. Fashioning of obedient employees independent of creativity and competency of mind
 - b. SCHOOL DESIGNED TO RECIPROCATATE WITH THE STATUS QUO ECONOMY
 - c. Pedagogy is increasingly dysfunctional, as is our economy; is there a connection?
 - d. Advertising exists to undermine "common sense" by extortion of marketing tricks
 - e. The great profound transformation which took place in business since 1870's to today, is due to the loss of supply and demand; which until then controlled the marketplace.
 - f. CREATION OF SYNTHETIC "WANTS" which distract us from NEEDS

- i. The use of words to corrupt the nature of our actions IS the nature of the disfunction of our society
 - g. American weapons on both sides of the war
 - i. Wars fought to create debts, debts take away Sovereignty
 - h. We depend upon war-making, on legal drug vending, low-nutrition factory "agriculture"
 - i. Approximately 60% of nutrition is lost in the foods
 - i. Financial Trickery: Economy based on bubbles, trickery, Ponzi scheme
 - i. Alternative Fuel Bubble
 - ii. Environmental Cleansing Bubble / Carbon Credits
 - iii. A Bubble-ocracy
 - j. 7 million homes foreclosed, another 5 million homes pending
- 13. We would know this if our schools allowed us to study Machiavelli
 - a. The tactical use of illusion in the art of managing ordinary people
 - b. We as citizens need to re-calibrate our sense of reality in order to survive, now that we recognize we weren't given accurate maps which reflect the terrain of reality
 - c. This "progress" cannot be reversed from the "top" because it would dis-advantage too many prominent people
 - d. The rigid procedures of Prussian schooling has shot our national imagination down
- 14. February 22, NY Times, "All we have left as a nation is football, march madness, dancing with the stars, and the recognition that half of us hat the other half"
 - a. Manage by external disciplines to divide and conquer the young
 - b. Converting children into human resources who do what they are told to do, and buy what they are told to buy!
 - c. Schools are the guarantor to secure future consumers/clients for corporation, a collective humanoid slurry, to constantly consume and seek out pleasant sensations
 - d. The principal tools of this process (schools, religion, etc.) have created a superficial perspective and repudiate anything higher.
 - e. Do as little as possible, while consuming as much as possible
 - f. LIVING VICARIOUSLY THROUGH ACTORS
 - g. Breaking down our bodies and minds is a perfect metaphor of the American incoherence.
- ii. **The German Disease (everything you know about schooling is wrong)**
 - 1. The goal of "school reform" in America resides in raising standardized test scores, presumably as a proxy for measuring "learning"
 - 2. Hardly a scrap of evidence exists to support this conjecture (that tests measure aptitude); it has never been shown to exist.
 - 3. Standardized tests are NOT A VALID FORM OF IDENTIFYING KNOWLEDGE.
 - 4. G.P.A. and S.A.T. scores are not evidence of anything at all, let alone a sign of "excellence". (Harvard)

5. What metrics in lieu of Standardized Test Scores? Princeton turned down 4,000 perfect GPA's... what is the metric?
 - a. Princeton: of all the items on the resume, we look first at the hobbies.
 - b. Not to be "left off" the resume, on the contrary, it's the only accurate information likely on the resume
 - c. Prejudice against team sports, slick operators dog it and hide, but individual sports, solo sports, we place at the very pinnacle of measuring human excellence... but it has to be the type that it threatens your life if you don't do it correctly.
 - i. A fellow who invented a way to compete with himself; seatless unicycle riding over broken terrain
 - d. Summary: Criteria for "success" is very different from our training in public schooling; we are not being groomed for success.
 - e. Impossible to maintain the deception, and eventually it became more and more obvious; you can't conceal performance
 - f. Aristotle taught his students to disregard what other people say, look at what they DO.
 - g. Standardized Tests accompanied by urgency to improve scores, regardless of disconnect with cause and effect of reality
 - h. Psychological reasoning behind posting the Honor Roll; provisional self-esteem, class order, hierarchy, operant conditioning (fixed schedule of reward)
 - i. Grades dismissed from actual use in decision making years ago, this fact is hidden from the parents and students
 - i. There would be nothing to hang over their heads, a sword of Damocles, which is now proven to be a useful illusion
 - j. Prussian education is habit training and attitude training, and the imagination won't survive that process
 - i. Students become less imaginative
 - ii. Therefore, cannot grow fast enough to solve problems
 - iii. Traditions alive in rhetoric, but which in law and schooling we have put to DEATH.
 - iv. America's prominent politicians matriculated from a select group of elite schools
 1. Yet mediocre according to standardized testing
 - a. FDR, C Student in high school and college
 - b. G.W. Bush, C student in high school and college
 - c. John Kerry, a lower C student in high school and lower C student at Yale
 - d. What are the mathematical chances of 2 fraternity brothers (Skull and Bones @ Yale University) would be running for President?

- e. JFK, C student in high school and C student in college
 - f. Ted Turner, Bill Gates, et al; never finished college
 - k. Bill Gates, Steve Jobs, Michael Dell: common theme is no degree
 - i. The absence of college degrees among men who can be said to have made the modern world, must always be whispered about, and never mentioned in schools... in order to preserve the ruse and order by fear
- iii. Speaking to the graduating seniors at Highland High School, in Hudson New York
 - 1. Wealthy students
 - 2. Speaking to his wife, decided to focus and dispel the anxiety and nervousness of waiting for the thin envelope or the fat envelope (regrets vs. success correspondence)
 - 3. Relating what we've just discussed to the audience, when the doors to the auditorium burst open, and 3 cops with megaphones, ordered the students back to class; and threatened JTG with arrest for "corrupting the youth", as it were.
 - a. 20 mins after speaking the truth, the bureaucratic chain of command had reached out to the superintendent, who called the police.
 - b. Factual documented evidence, not speculation; substance not arbitrary speaking points
 - c. Intolerable to the teachers and administrators who use force, fear, and coercion to enforce their will on students
 - d. Intellectually bankrupt (administration) as evident by their actions! (if based on logic and reason, there would be no threat of use of force)
 - e. Good teachers hurt kids more than the bad teachers, b/c the lies good teachers tell are actually believed.
 - f. We would never use a standardized test to make any important decision in our day-to-day lives... they are a primary indicator of a servile education and an indentured workforce
 - g. Sounds like a lurid fantasy, but it is happening all over
- iv. Imagine a world (this is not rhetorical) in which every single student got perfect standardized test scores and perfect GPAs; how would the world change if that happened?
 - 1. Would there be more scientific discoveries
 - 2. Would we be happier?
 - 3. Would marriages last longer?
 - 4. Would we live longer?
 - 5. What would happen if everyone could reach the top of the ladder?
- v. According to the CDC, the highest rates of suicide occur in National Merit Scholars, more than any other group.
 - 1. Occham's Razor

2. Rosetta stone to understand why Harvard turns down 8 out of every 10 valedictorians
- b. The German Disease
 - i. Early 19th century, 167 little countries in what we call today Germany, a system of universal forced schooling in Prussia, which gained power steadily.
 - ii. 130 years after Prussia (seemed to be) dissolved, it is still known and spoke of today. It swallowed up its neighbors, and RE-BRANDED THEM AS GERMANY and thereby its system of conditioning students proliferated all over the world
 - iii. Horace Mann
 1. Compelled to lie in a famous letter to the Boston school committee, describing what he saw in Prussia; local library can source this for you
 2. The 7th letter to the Boston School Committee
 - a. Describes a utopia created by Prussian schooling, that we “must have it” in Massachusetts
 - b. Mann’s visit to Prussia was while school was not in session
 - i. This did not stop Mann from spinning a tale
 - ii. Wrote a glowing imperative to the Boston school committee (100% of which were Unitarians, though they were 1% of the population, closely connected with Germany).
 - iv. Prussia IS THE MODEL for institutionalized schooling as we know it today
 1. Prussia made a conscious effort to re-create the SPARTAN method of schooling, we are the step-children of both
 2. Prussia + Sparta = School Bells
 3. In Prussian schooling, children exist to be employed by the political state as HUMAN RESOURCES. THAT IS THE PURPOSE OF PRUSSIAN SCHOOLING.
 4. U.S. / Canada Border drawn up by the King of Prussia
 5. An uncut version of Hitler’s Mein Kampf, you will hear a testimonial high praise of the Americans, Hitler had Henry Ford’s picture behind him.
 - a. The Dearborn Independent, published by Henry Ford
 - i. Contains nothing but denunciations of Jews
 6. The Rockefeller family denounced in 1943 in the U.S. Senate by haberdasher Harry Truman (he added the S. later), claiming the Rockefellers were supplying the NAZIS with OIL. WW II was hardly concluded at this point.
 7. There would be no institutionalized schooling in America if it were not for Rockefeller and Carnegies (foundations et al)
 - a. The point of the schooling, according to Rockefeller (set up Univ. of Chicago to follow Prussian system) was to create obedient workers, not educated minds or free individuals.
 - b. Rockefeller also set up Johns Hopkins
 - i. Via the University of Berlin in Prussia
 - ii. Universities were about service to the political state and the OWNERS OF THE ECONOMY
 - iii. Students to Serve the Teachers

8. A british nobleman named Francis Bacon, in a fragment called “the New Atlantis” sets up the university system
 - a. It does not exist for your personal profit or development, it exists for you to contribute to the status quo
9. Tragedy and Hope: A History of the World in Our Time by Carroll Quigley
 - a. 1400 pages published by MacMillan
 - i. 10,000 more orders for 2nd printing when the plates were destroyed
 - ii. The only man ever allowed access to the private archives of the CFR
 - iii. HOW THE WORLD REALLY WORKS, HE GAVE AWAY THE STORE
 - iv. MacMillan breaks the plates, told Quigley that there were no more orders.
 - v. JTG’s copy through a dentist (Dr. Stanley Monteith in Santa Cruz)
 - vi. ALL COPIES STOLEN FROM LIBRARIES ACROSS U.S.
 - b. JTG stole the book from the rare book room of NYU, and copied it.
 - i. Got a call from Monteith, who heard JTG was looking for a history book (T&H)
 - ii. \$50 bootleg copy
 - iii. JTG has heard through the grapevine, that it has been reprinted (not a major publisher though)
 - c. Which of your letters to the NY Times was unpublished, as related to Carroll Quigley
10. Prussian economic, political, and military success, 1870’s under Otto von Bismarck, re-unified Prussia under Germany.
 - a. Observers from all over the world were intent on studying how this event had been pulled off.
 - b. Prussia also drew students from all over the world
 - c. AN IMAGINARY DEGREE THAT ONLY EXISTED IN UTOPIAN LITERATURE, TO ANNOINT A SELECT FEW WITH THE MANAGEMENT OF SOCIETY.
 - i. DOCTORATE OF PHILOSOPHY
 1. But whose Philosophy?
 2. How does it meet our needs as individuals?
 - ii. Suddenly, if you wanted one of these things, there was no other game in town... you picked up and moved to Prussia, or Saxony, or Hanover.
 - iii. Hanover is the SOURCE OF THE ENTIRE BRITISH FAMILY
 - iv. Saxony was the home of Martin Luther, set the clocks to ring every 15 mins so that time would not be wasted.
- v. **Prussia, Hanover, and Saxony created a DEGREE to anoint a select few into elite society, to shape, mold, and control the masses.**

1. Suddenly every important family in the U.S. who wanted a POSITION OF AUTHORITY had to go to Prussia to get a Ph.D. degree.
2. Every president of every major university (with the exception of Cornell) was a recipient of a Prussian Ph.D.
3. Every department head in Washington D.C. was a Prussian Ph.D. recipient
 - a. There was one exception allowed, if you were the student of a Prussian Ph.D. recipient, you could be let in under an exception rule
 - i. See: John Dewey who studied under G. Stanley Hall @ Johns Hopkins University
 - ii. The "Secret Fraternity of Power" in control of America
 - iii. See also: Wilhelm Wundt
 1. THE LEIPZIG CONNECTION
 2. See also: Illuminati
- vi. The Prussianization of America took place long before the Internet, and now you know the mechanism by which it was transmitted.
 1. You either get a degree, or you Prussianize yourself
 2. The Chautauqua movement was considered to invigorate any subject, through questioning and examination; dissipated the illusion to get to the reality.
 - a. If a policy maker wishes to infect your minds with a new idea which would shake society to its foundations; you would be treated to a Chautauqua to demonstrate how it works under scrutiny.
 3. Drawn by pied pipers into a cave called "schooling" (not education)
 - a. A term used with Fish, who have a group mentality
 4. For all practical purposes Prussia created universal forced schooling.
 - a. The idea had existed for thousands of years, but Prussia realized the dream; Plato, Charlemagne, Alcuion, Calvin, others had described this conditioning system.
 5. The "liberal" philosopher (Spinoza in Holland), almost all of you are permanently deranged, murderously insane, and therefore they should set up a system of universal compulsory schooling to infect the mind of the students with half-truths, so they can't get in your way later on (as you rule). [Spinoza making recommendations to tyrants on how to suppress the masses]
- vii. YOU FIND THE IDENTICAL THEME IN CHARLES DARWIN'S "DESCENT OF MAN"
 1. It's not about evolution, Darwin was a wealthy man from a prominent family
 2. The Descent of Man: Darwin clearly says that the progress of the human race depends on securing breeding access to the prettiest, healthiest, women; there aren't enough of them to go around, so the small fragment of the population that is actually evolving and require congress with one of these ladies... now have to compete with some drunken Irishman, or some bestial Italian... most of society is biologically inferior, and

therefore, the belief that unless the good stock can be separated from the bad stock, evolution will walk backwards into the swirling mists of the dawnless past, and re-enter the swamp. [Darwin was rich and famous]

- a. EVERYTHING IN DARWIN'S WORK WAS ALREADY PROVIDED BY PLANT AND ANIMAL BREEDERS, HE MERELY APPLIED IT TO HIS TRAVELS AND DRAWING SKILLS.
- b. Darwin clearly states this in the first 15 pages of "Evolution of Species"
3. A national movement still underway (EUGENICS) to separate good stock from bad stock
 - a. Harvard was earlier a primary dividers of society, it was later done through admission to CERTAIN CLASS SUBJECTS in the curriculum.
4. AFTER DARWIN, COUNTRY CLUBS AND PRIVATE SCHOOLS SPRUNG UP BY THE 1000's, to control the breeding stock of the elites.
 - a. For evolutionary advancements of the elites
 - b. To exclude the "undesirable" breeding stock from mixing with the elite breeding stock
 - c. To exclude un-suitable breeding stock from joining the Country Club (or Private School)
 - d. Attraction by Proximity
 - e. EUGENICS and "On the Origin of Species by means of natural selection, or THE PRESERVATION OF FAVOURED RACES IN THE STRUGGLE FOR LIFE"
 - f. Published in 1859
 - g. For the Sixth Edition of 1872, the title was shortened to "THE ORIGIN OF SPECIES"... WHY?**
- c. Darwin's book should be known as "PRESERVATION OF FAVOURED RACES", as that's the part of the title (useful information) which was Occulted (hidden from view); THEN people would readily recognize the Eugenicist agenda in progress in direct lock-step with the Prussian Education and Military systems adopted by the U.S.
- d. These are the reasons why schooling (by design) CANNOT be educational. Education derives from Educare, "to draw out", from e duco, to lead.
 - i. Rather, the goal is to create an environment where learning is incapable
 - ii. WIHELM WUNDT: the human being has no soul (his belief)
 1. Train habits and attitudes to suit the needs/wants of the elite
 - iii. Operant Conditioning, competition for reward
 - iv. Julius Caesar: A small army can defeat a large army if the large army is not on the same page
 - v. School is about making sure you're not on the same page with your allies
 1. Turns everyone into competitors for same prize
 - vi. Common interests vs. Competitive Interests
 1. Life and death struggle in public schools
 2. Granting privilege and provisional self-esteem at will of Teacher
 - vii. Prussia created this type of schooling to CONVERT SOVEREIGN SOULS INTO HUMAN RESOURCES

1. The empire of Japan imported Prussian schooling and re-wrote the constitution (actually the Prussian constitution translated into Japanese)
 - a. We were fighting Prussia, not Japan in WWII
- viii. By far the largest line of descent in America is from Germany (about 51%) can trace an ancestor or all their ancestors back to Prussia/Germany
- ix. According to Hitler, Germany had the mantle of leadership via The Fifth Crusade: involved the teutonic knights, the Pope ordered them to the north sea, to exterminate the "evil" Pruss (thus Prussia).
 1. So Prussia was, as Israel is today, a Theocracy (via the Pope)
 2. Fundamental basis of rule was "the truth" (through force)
 3. Prussian education became a religion veiled in education
- e. Under a New England disposition, a few hours of school a day, a few months a year (occasional schooling)
 - i. Even with the rocky soil and inclement population, New England thrived
 - ii. Entrepreneurial efforts
 1. 1805 cut ice from ponds in Vermont, sail it over to India, and sell it to the elites
 - iii. What the lightly schooled can do with their imagination, is a threat to the ruling class
- f. The first World War is a consequence of "good Prussian schooling"
 - i. Once you destroy the critical thinking faculty in a population and set it in competition against one another, you have created a machine which nothing can compete with.
 - ii. Winston Churchill, Vol. 6 of WWII: "For god sake you have achieved feats of arms never before possible in the world, you have never fought a battle where you were not out-numbered 4 to 1, you held the world off for 4 years... pat yourself on the back and do something else (Germany)." (paraphrased)
- g. German Military Schooling
 - i. They knew that lockstep schooling and obedience was a way to make semi-human robots
 - ii. So the command staff and officers were given an absolute carte blanche to override orders from central headquarters and adapt to circumstances on the ground.
 1. The German high command welcomed that contradiction, that's how they were able to stand against forces better equipped and numerically larger; they were allowed to think and respond.
 - iii. That's what they can do with the people who SPEND human resources
- h. Here's the self-limiting part of schooling, which we can see play out in front of our eyes
 - i. Ph.D.'s who can't find employment, as well as college grads
 - ii. Jobs come from 3 main sources:
 1. Government creating jobs
 - a. All that does is take capital out of productive economy and use it for non-productive purposes (self-limiting)
 - b. Utterly unproductive
 2. Giant Corporations creating jobs
 - a. Hire tens or hundreds of thousands

- i. The logic of corporate thinking is to “rationalize” corporate workforce
 - ii. No moderation, no soul, no fear = psychopathy
 - iii. Human obsolescence in light of technological innovation
 - b. If you have the power to lay off ½ the workforce in a single week, the stock goes up (inverse relationship, therefore IRRATIONAL)
 - c. Dip into your knowledge of human nature
 - i. Corporate employees fall prey to the Amptssprache Fallacy
 - ii. Short term thinking is rewarded at cost of public and future
 - d. “If it’s not illegal, it must be “moral””
 - i. Spinoza, Calvin, etc. believe that people are “trash”
 - e. JTG’s daughter post-graduating M.I.T., “its apparent we’ve been lied to”, the high-tech workers are foreigners b/c domestic high-tech workers are almost extinct
 - f. Outsourcing high-tech work
 - g. A nerve-racking form of employment
- 3. Entrepreneurs creating jobs (the American way)
 - a. You need to have a proper mindset to accomplish A-B
 - b. Figure out the needs of the people, see opportunity in “problems”
 - c. Creating your own employment has always been “the American way”
 - i. People came to America to create their own employment, and write their own script to life
 - ii. Andrew Carnegie (deep poverty) to genuine wealth in 5 years
 - iii. Only a lunatic would want to spend their life adding to their checkbook
 - d. Study the population, and say “they need this”
- iii. To deny our school children an understanding of this is to spit in the face of the founders of our nation, and to treat our future generations as trash.
- i. What excites you about the internet, regarding the potential it offers to an inquiring mind?
 - i. If logic and reason combine with compassion, it means the end of universal forced schooling.
- j. Self-Learning, Natural Learning, Organic Learning, Open Source Learning, Life Learning; these all refer to an infinite and ongoing process of learning, not a *finite* process of learning... now that we understand what schooling is and does, how would you define un-schooling?
- k. What does one get back, through the process of unschooling?
- l. What does one give up, through the process of unschooling?